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Magoffin County Certified Evaluation Procedures

2008-2009

**Contact Person:
Jill Howard**

ASSURANCES

CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN

The Magoffin County School District hereby assures the Commissioner of Education that:

This evaluation plan was developed by an evaluation committee composed of an equal number of teachers and administrators.

The evaluation process and criteria for evaluation will be explained to and discussed with all certified personnel annually within one month of reporting for employment. This shall occur prior to the implementation of the plan. The evaluation of each certified staff member will be conducted or supervised by the immediate supervisor of the employee.

All certified employees shall develop an Individual Professional Growth Plan (IGP) that shall be aligned with the school/district improvement plan and comply with the requirements of 704 KAR 3:345. The IGP will be reviewed annually.

All administrators, to include the superintendent, and non-tenured teachers will be evaluated annually.

All tenured teachers will be evaluated a minimum of once every three years.

Each evaluator will be trained and approved in the use of appropriate evaluation techniques and the use of local instruments and procedures.

Each person evaluated will have both formative and summative evaluations with the evaluator regarding his/her performance.

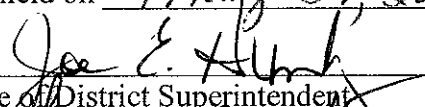
Each evaluatee shall be given a copy of his/her summative evaluation and the summative evaluation shall be filed with the official personnel records.

The local evaluation plan provides for the right to a hearing as to every appeal, an opportunity to review all documents presented to the evaluation appeals panel, and a right to presence of evaluatee's chosen representative.

The evaluation plan process will not discriminate on the basis of race, national origin, religion, marital status, sex, or disability.

This evaluation plan will be reviewed as needed and any substantive revisions will be submitted to the Department of Education for approval.

The local board of education approved the evaluation plan as recorded in the minutes of the meeting held on May 29, 2008 BC #451



Signature of District Superintendent

6/20/08

Date



Signature of Chairperson, Board of Education

6/20/08

Date

**CERTIFIED SCHOOL PERSONNEL EVALUATION PLAN
2008-2009**

District:

**Magoffin County
109 Gardner Trail
Salyersville, KY. 41465**

606-349-6117

Superintendent: Donald F. Cecil

Evaluation Contact Person: Jill Howard, Instructional Supervisor

Evaluation Plan Development Committee Members, Positions, and Titles

Jill Howard, Instructional Supervisor ✓

Johnnie Johnson, Principal ✓

Bernadette Carpenter, Principal ✓

Jeanetta Preston, Teacher ✓

Charlene Minix, Teacher ✓

Suzanne Arnett, Teacher ✓

MAGOFFIN COUNTY EVALUATION PROCEDURES

The purpose of this plan for personnel evaluation is to help teachers and administrators strengthen and improve their level of performance and effectiveness.

The goal will be achieved through the process of systematic efforts based on the shared responsibility of the evaluator and the evaluatee in a setting of mutual understanding, respect, and trust.

EVALUATION:

Evaluation is the process of assessing or determining the effectiveness of the performance of the certified employee in a given teaching and learning or leadership and management situation, and based on predetermined criteria, through periodic observation and other documentation including a portfolio, peer review, product or performance and the establishment and monitoring of a professional growth plan. The evaluation procedures and forms shall be designed to foster professional growth and to support individual personnel decisions. All observations shall be on approved forms, open, and with full knowledge of the evaluatee. Evaluations shall become part of the evaluatee's official personnel file.

PRIMARY EVALUATOR:

The principal of the school shall be the primary evaluator of teachers. The administrator shall be evaluated by the Superintendent. The Superintendent shall be evaluated by the Magoffin County Board of Education. Other evaluations will be the responsibility of the immediate supervisor.

EXPLANATION TO and DISCUSSIONS WITH ALL CERTIFIED PERSONNEL:

Within the first month of employment, all certified personnel shall have the Magoffin County Evaluation Procedures explained to them. Each individual shall also be provided a copy of the evaluation instrument that will be used to evaluate that person.

FORMATIVE EVALUATION:

The formative evaluation is a continuous cycle of collecting evaluation information and interactive to provide feedback with suggestions regarding the certified employee's professional growth performance. The evaluator should observe the teacher and students in an instructional setting. The evaluator should document information for interaction with the teacher. The information should be analyzed and presented when conferencing with the teacher to identify strengths and weaknesses. All information should be used in developing strategies for a growth plan to improve performance.

The Formative evaluation(s) should be used in developing the summative report.

The formative process shall include a formative conference between the evaluator and the person evaluated within one (1) work week. The evaluatee shall be provided a copy of the evaluation with an opportunity for response. A copy of the evaluation and any written response by the evaluatee shall become a part of the official personnel file of the evaluatee. ✓

SUMMATIVE EVALUATION:

The summative report is a compilation of the formative evaluations and includes all evaluation data. The summative report signals the end of the evaluation cycle and requires a report of the evaluatee's performance criteria and a plan for improvement.

The summative report will rate the evaluatee on all performance criteria and clarify the performance of the evaluatee. The summative report will be shared with the evaluatee in a conference after the final observation. The evaluatee shall be provided an opportunity for a written response and the response shall become a part of the official personnel record. The evaluatee shall be provided a copy of the evaluation. ✓

The summative evaluation is required a minimum of once every three (3) year period for each tenured teacher. ✓

Summative evaluation shall occur annually for an administrator. ✓ All evaluations of a certified employee below the level of the district superintendent shall be in writing and on approved evaluation forms within the District's Evaluation Procedures and become a part of the official personnel record. ✓

MULTIPLE OBSERVATIONS:

Evaluation with multiple observations shall occur annually for each nontenured certified employee. Multiple observations shall be conducted with a tenured, certified employee whose observation results are unsatisfactory. ✓

THIRD PARTY OBSERVER:

If requested by the teacher, observations by another teacher trained in the teacher's content area or by curriculum content specialists shall be provided. The selection of the third party observer shall, if possible, be determined through mutual agreement by evaluator and evaluatee. A teacher who exercises this option shall do so in writing to the evaluator, by no later than February 15 of the academic year in which the summative evaluation occurs. If the evaluator and evaluatee have not agreed upon the selection of the third party observer within five working days of the teacher's written request, the evaluator shall select the third part observer. ✓

PROFESSIONAL GROWTH PLANS:

All certified employees shall develop a professional growth plan annually. The plan shall be reviewed annually by the evaluator and evaluatee. The professional growth plan shall be an individualized plan that includes:

- Goals for enrichment and development that are established by the person being evaluated with the assistance of an evaluator shall be part of the plan.
- Objectives, a plan for achieving the objective of the school improvement plan/district improvement plan, and identification of school/district resource within available funds to accomplish the goals.

The Professional Growth Plan shall be written at the conclusion of the summative evaluation.

The Superintendent shall develop an annual growth plan that complies with board policy 02.14.

CORRECTIVE ACTION PLAN:

The individual corrective action plan is developed when an evaluatee receives a "Does not Meet" rating(s) on the summative evaluation.

The plan shall include:

- Identification of the standard/standards not met
- Present Professional Growth Stage
- The Growth objective/goal(s) (desired outcomes)
- Procedures and activities for achieving goals and objectives
- Appraisal method and target dates

The corrective action plan shall include an opportunity for comments from both the evaluatee and the evaluator.

QUALIFICATIONS OF THE EVALUATOR:

The primary evaluator, with the exception of a district board of education member, shall be trained, tested, and approved as an evaluator by the Kentucky Department of Education. Continued approval as an evaluator shall be contingent upon the completion of a minimum of twelve (12) hours of evaluation training every two (2) years.

good

The District Professional Development Coordinator, Mrs. Jill Howard, will be the district contact person responsible for monitoring reevaluation training and implementing the evaluation plan.

PERFORMANCE STANDARDS AND CRITERIA:

Both the Teacher Evaluation Instrument and the Administrative Evaluation Instrument outline specific Standards of Performance which have an acceptable qualitative or quantitative level of performance expected of effective teachers or administrators. ~~The~~

The evaluation standard and performance criteria are the Interstate School Leaders Licensure Consortium (ISLLC) Standard for School Leaders that were adopted by the education Professional Standards Board as part of the procedures for obtaining administrative certification in Kentucky. The instrument includes six (6) Standards of Performance which are: Visions; School Culture and Learning; Management; Collaboration; Integrity, Fairness, Ethics; Political, Economic, Legal. ✓

The teacher instrument includes nine (9) teacher standards: Implements curriculum/plans instruction; organized learning environment/climate; presents instruction/guides instruction; assesses learning/instruction/ manages student behavior; communicates effectively; exhibits professionalism; meets job expectations/descriptions; demonstrates implementation of technology. ✓

EVALUATION APPEAL PROCESS:

The evaluation appeal shall be made to the Superintendent in writing. If the Superintendent cannot satisfactorily work out the disagreement on the evaluation, the matter shall be presented to the appeal committee to hear the appeal.

SELECTION AND TERMS OF MEMBERS FOR THE APPEAL COMMITTEE:

The appeal committee member terms shall be for three (3) years run from July 1 to June 30.

Each Evaluation Committee shall be made up of the following:

- a. One certified employee and one alternate appointed by the Magoffin County Board of Education.
- b. Two certified staff members and two alternates elected by the certified staff.

The chairperson of the panel shall be the certified employee appointed by the Magoffin County Board.

APPEAL TO PANEL:

Any certified employee who believes that he or she was not fairly evaluated on the summative evaluation may appeal to the panel within five (5) working days of the receipt of the summative evaluation. The certified employee may review any evaluation material related to him/her. Both the evaluator and the evaluatee shall be given the opportunity to review documents to be given to the hearing committee reasonably in advance of the hearing. Each party may have representation of their choosing. ✓

The duties of the committee shall be to hear the appeal and render a majority opinion.

The purpose of the hearing is to determine if the evaluation plan process and guidelines have been followed and to ascertain whether the content of the summative evaluation is substantially correct or incorrect.

Both the evaluatee and the evaluator shall submit three (3) copies of the documentation to be reviewed by the appeals panel in the presence of all three members. The members of the appeals committee and Superintendent will be the only persons to review the documentation. All documentation will be locked in a secure place in the central office except during appeal panel meetings. Confidentiality will be maintained. Copies of the documentation will be available to both parties and opportunities will be provided to review all documentation reasonably in advance.

The panel will meet, review all documents, discuss and prepare questions to be asked of each party by the chair and set time and place of the hearing. Additional questions may be posed by panel members during the hearing.

Chosen representation may be present during the hearing. ✓

For official records, the hearing will be audio taped and a copy provided to both parties if requested in writing.

Only panel members, the evaluatee and evaluator, and chosen representation will be present at the hearing.

Witnesses may be presented, but will be called in one at a time and will not be allowed to observe the proceedings.

The following procedures will be implemented during the hearings:

The chairperson of the appeals panel will convene the hearing, review procedures, and clarify the panel's responsibilities.

Each party will be allowed to make a statement of claim. The evaluatee will begin.

The panel may question the evaluatee and evaluator.

The chairperson may disallow materials and/or information to be presented or used in the hearing when she/he determines that such materials and/or information is not relevant to the appeal.

Each party (evaluator and evaluatee) will be asked to make closing remarks.

The chairperson of the panel will make closing remarks.

The decision of the panel, after sufficiently reviewing all evidence, may include, but not be limited to, the following:

- a. Upholding all parts of the original evaluation.
- b. Voiding the original evaluation or parts of it
- c. Ordering a new evaluation by a second certified employee.
- d. Removing the summative evaluation from the personnel file and placing a copy of the panel's written findings in the file.

The chairperson of the panel shall present the panel's decision to the evaluatee, evaluator, and the superintendent within fifteen (15) working days from the date the appeal is filed.

The superintendent shall act on the recommendation(s) of the panel.

The superintendent's decision, the panel's recommendation, and the original summative evaluation form shall be placed in the employee's evaluation file. In the case of a new evaluation, both evaluations shall be included in the employee's personnel file.

The panel's decision may be appealed to the Kentucky Board of Education based on grounds and procedures contained in the statute and regulation.

Employees may file a grievance/communication if they believe they have been the subject of discrimination or for any other reason covered by applicable policy.

APPEAL TO THE KENTUCKY BOARD OF EDUCATION:

A certified employee who feels that the local district is not properly implementing the evaluation plan according to the way it was approved by the Kentucky Department of Education shall have the opportunity to appeal to the Kentucky Board of Education. ✓

No later than thirty (30) days after the final action or decision at the local district level, the certified employee may submit a written request to the chief state school officer for a review before the State Evaluation Appeals Panel. An appeal not filed in a timely manner shall not be considered. A specific description of the complaint and grounds for appeal shall be submitted with this request. A brief, written statement and other

documents which a party wants considered by the State Evaluation Appeals Panel shall be filed with the panel and served on the opposing party at least twenty (20) days prior to the scheduled review.

A decision of the appeals panel shall be rendered with fifteen (15) working days after the review.

A determination of noncompliance shall render the evaluation void, and the employee shall have the right to be reevaluated.

Evaluation Appeal Form

INSTRUCTIONS

This form is to be used by certified employees who wish to appeal their performance evaluations to the Appeal Panel.

Employee's Name _____		
Home Address _____		
Job Title _____	Building _____	Grade or Department _____

What specifically do you object to or why do you feel you were not fairly evaluated? _____

If additional space is needed, attach extra sheet.

Date you received the summative evaluation _____

Name of Evaluator _____ Date _____

I hereby give my consent for my evaluation records to be presented to the members of the Evaluation Appeal Panel for their study and review. I will appear before the Panel if requested.

Employee's Signature

Date

RELATED PROCEDURES:

03.18 AP.11

03.18 AP.12

EVALUATION APPEALS COMMITTEE

2008-2009

Board Appointed Certified Employee:

Jill Howard, Director of Curriculum & Instruction

Board Appointed Certified Employee Alternate:

Randell Scott Helton, Assistant Superintendent

Teacher Elected Members:

Suzanne Arnett
Phyllis Whitaker

Teacher Elected Member Alternates:

Gary R. Helton
Terry Watson

4 Block Implementation Monitoring Tool

Guided Reading

- ☐ Students reading to teacher
- ☐ Students reading to partners
- ☐ Varied by level

Self Selected Reading

- ☐ Students reading AR books at appropriate level
- ☐ Students discussing what they read
- ☐ Student progress toward AR goal monitored

Working with Words

- ☐ Word wall used
- ☐ Spelling patterns discussed
- ☐ Multi level
- ☐ 5 new words added per week
- ☐ work in active and hands on

Writing

Prewriting:

- ☐ Brainstorming
- ☐ Cause/effect chart
- ☐ Teacher/student conferences
- ☐ Graphic organizers (outlining, 3 column, webbing, etc.)
- ☐ Purpose, Audience, Mode

During:

- ☐ Mini lesson
- ☐ Self assessment checklist

General:

- ☐ Scaffolded questions
- ☐ Pair/Share
- ☐ Modeling

Reflection:

- ☐ Journal/Learning Log
- ☐ Exit slip
- ☐ Summarizing

Preobservation Information

To be completed by the Evaluatee at least three (3) days prior to the observation.

Evaluatee _____ Date _____ Grades/Subject _____

Date & Time of Evaluation _____

Student Information

Total Students in class: _____

Number of IEPS: _____

Number in class during the observation: _____

List any behaviors that observer should be aware of:

General Background

New Concept _____

Reteaching _____

Review _____

Objectives

What concepts are being taught? _____; Identify the Core Content and Academic Expectation relating to the concepts in this lesson _____

When is the concept identified in the school curriculum to be taught? 1st nine wks. _____
2nd nine wks. _____; 3rd nine wks. _____; 4th nine wks. _____

Primary: Fall _____; Winter _____; Spring _____

Methods/Procedures for Learning: What types of materials will be used in teaching the lesson? (Books, Charts, Manipulatives, handouts, technology, internet, etc.)

Please check level of learning to be observed:

- ___ Knowledge -ability to recall; lowest level
- ___ Comprehension – lowest understanding, can restate in own words
- ___ Application – ability to apply concept to new situation
- ___ Analysis – ability to select and organize ideas and experiences
- ___ Synthesis – bringing together separate parts to form a new whole
- ___ Evaluation – ability to make judgments based on criteria

Evaluation

Briefly explain how students will be evaluated (orally, written assessment, open response, project, event, game, or etc.) _____

Observee Signature _____ Date _____

Observer's Signature _____ Date _____

Comments: _____

Lesson Plan for Formal Observation

Teacher: _____

Date: _____

Class: _____

Class Size: _____

Lesson Focus

Content Area:

Targeted Academic Expectation:

Core Content students will learn (include content, concepts, and processes)

Instructional Strategies

Teacher Behaviors (What the teacher will do to facilitate the lesson):

Student Behaviors (What the student will do to learn the concepts):

Writing Strategy: (open response, on demand, portfolio, essay, etc)

Reading Strategy: (informational, literary, persuasive, and practical workplace)

Technology Strategy: (computers, software, calculators, video/audio materials, & etc.)

Resources Needed:

Assessment Strategies: (list all types of assessment that will be used to determine if the learning has occurred. Also be prepared to determine appropriate strategies if students demonstrate from their assessment results that learning did not occur (such as reteaching, addressing various learning styles, tutoring, remediation, technology assistance, etc.)

Observee: _____

Date: _____

Observer: _____

INFORMAL OBSERVATION INSTRUMENT

The administrator will indicate only the items observed and must share with teacher verbally and in writing three (3) instructional days.

Instructional Techniques and Strategies

- | | |
|--|---|
| <input type="checkbox"/> Cooperative Learning | <input type="checkbox"/> In depth long range projects |
| <input type="checkbox"/> Higher Level thinking skills | <input type="checkbox"/> Thematic integration |
| <input type="checkbox"/> Problem solving activities | <input type="checkbox"/> Grouping |
| <input type="checkbox"/> Hands-on activities | <input type="checkbox"/> Direct Instruction |
| <input type="checkbox"/> Actively engages students in the learning process | <input type="checkbox"/> Rewards & motivates students |
| <input type="checkbox"/> Integrates CATS Assessment related strategies | <input type="checkbox"/> 4 Block Strategies evidenced |
| <input type="checkbox"/> Maximizes instructional time | |
| <input type="checkbox"/> Time appropriate for learning activity | |
| <input type="checkbox"/> Marzano's best practices evidenced | |

Circular Objectives

- ☐ Integrated curriculum
- ☐ Implements Kentucky learner goals/ academic expectations
- ☐ Uses district aligned curriculum/ content guidelines to develop lesson plans

Learning Environment

- ☐ Uses classroom time effectively
- ☐ Evidence of effective classroom management
- ☐ Student centered instructional program
- ☐ Maintains positive/pro-active discipline
- ☐ Displays student work
- ☐ Other

Assessment of Student Progress

- ☐ Accurately assesses student progress
- ☐ Utilizes appropriate diagnostic tools to prescribe instruction (Portfolios, rubrics, charts, etc)
- ☐ CATS Assessment format used

Comments:

TEACHER EVALUATION INSTRUMENT
Magoffin County Schools
20__ - 20__

Observee _____ Content Area _____ Grade(s) Primary Level _____

Observer _____ Position _____

Classroom Observation Information:

Date _____ Unit of Study/Lesson _____
Time _____ Academic Expectation (No.'s) _____
Core Content _____

PERFORMANCE EVALUATION KEY

*4 = Exceeds Performance Expectations *3 = Meets Performance Expectations
*2 = Marginal Performance – areas need improvement *1 = Unsatisfactory Performance
*NA = Not Applicable during this Observation

TEACHER STANDARDS

STANDARD 1: IMPLEMENTS CURRICULUM/PLANS INSTRUCTION

- _____ 1.1 - Identifies targeted academic expectations in lesson/unit
 - _____ 1.2 - Matches activities/learning experiences to academic expectations
 - _____ 1.3 - Selects appropriate materials/media/technologies for lesson presentation. ✓
 - _____ 1.4 - Includes student activities that address various student learning styles/intelligences/skills/diversity and individual differences. ✓
 - _____ 1.5 - Selects activities that are developmentally appropriate and academically challenging.
 - _____ 1.6 - Includes a culminating activity (performance) that measures the identified academic expectations.
 - _____ 1.7 - Selects researched based activities.
 - _____ 1.8 - Incorporates performance – based assessments.
 - _____ 1.9 - Identifies school and community resources. ✓
 - _____ 1.10- Designs instructional units and student activities that integrate knowledge and skills from more than one discipline.
 - _____ 1.11- Involves students, when appropriate, in designing student activities.
 - _____ 1.12- Designs instructional activities and themes of interest to students.
 - _____ 1.13- Designs or uses projects, manipulatives, and simulations to provide “real –life” experiences.
 - _____ 1.14- Collaborates with others (students, teachers, parents) to develop, design, deliver an aligned curriculum to meet the identified needs of students, school, district, and community. ✓
 - _____ 1.15- Formulates academically relevant and essential questions.
 - _____ 1.16- Provides for learning experiences that parallel that which students are ready to learn and do.
- Standard I. (considerations for professional growth plan)

EVALUATOR COMMENTS:

STANDARD 2: ORGANIZES LEARNING ENVIRONMENT/CLIMATE

- _____ 2.1 – Arranges environment to accommodate individual, small-group, and large-group activities.
- _____ 2.2 – Alters physical arrangement to match planned activities/student’s needs.
- _____ 2.3 – Maintains a safe/functional environment that minimizes barriers to learning. ✓

- _____ 2.4 – Arranges instructional materials/media/equipment/technologies to maximize learning opportunities.
- _____ 2.5 – Maintains positive student-teacher interactions.
- _____ 2.6 – Displays sensitivity when dealing with students and others. ✓
- _____ 2.7 – Interacts positively with students, colleagues, parents, and community members. ✓
- _____ Standard 2. (considerations for professional growth plan)

EVALUATOR COMMENTS:

STANDARD 3: PRESENTS INSTRUCTION/GUIDES LEARNING

- _____ 3.1 – Provides/communicates introduction/orientation (e.g., review, organizer, statements of fact open-response questions, other)
- _____ 3.2 – Communicates/displays specific learner expectations and desired results. ✓
- _____ 3.3 – Connects student activities/lesson objectives to “real-life” applications.
- _____ 3.4 – Includes appropriate uses of media and technologies. ✓
- _____ 3.5 – Provides multiple perspectives and differing viewpoints when applicable.
- _____ 3.6 – Provides connections to student activities that are based upon prior learning, students’ backgrounds and experiences, and future aspirations
- _____ 3.7 – Makes smooth, clear transitions between activities.
- _____ 3.8 – Provides time and activities for all students to apply knowledge/practice skills.
- _____ 3.9 – Uses appropriate questioning techniques to assist students in problem solving, in developing critical thinking, and in formulating accurate responses. ✓
- _____ 3.10 – Poses academically relevant and essential questions during instruction.
- _____ 3.11 – Uses appropriate response techniques when responding to students’ answers in order to maximize learning.
- _____ 3.12 – Demonstrates and enhances subject knowledge by providing examples and illustrations of accurate, up-to-date information/practices/procedures. ✓
- _____ 3.13 – Provides opportunities for individual and cooperative learning experiences. ✓
- _____ 3.14 – Involves all students in learning opportunities. ✓
- _____ 3.15 – Emphasizes/repeats essential ideas, concepts, procedures throughout instruction.
- _____ 3.16 – Brings closures to unit/activity that reinforces learning.
- _____ 3.17 – Encourages students to apply learning in “real-life” settings.
- _____ Standard 3. (considerations for professional growth plan)

EVALUATOR COMMENTS:

STANDARD 4: LEARNING/INSTRUCTION

- _____ 4.1 – Provides students immediate and specific feedback on a consistent basis.
- _____ 4.2 – Provides feedback that is meaningful and timely.
- _____ 4.3 – Incorporates comprehension checks of understanding by circulating throughout the room, asking questions, observing students, and guiding students’ practices/activities.
- _____ 4.4 – Uses a variety of assessment techniques to evaluate student performances (open-response items, performance events, portfolio entries, standardized tests, group participation, etc.)
- _____ 4.5 – Analyzes assessment results to improve/revise instruction. ✓
- _____ 4.6 – Makes adjustments in assessment and instructional techniques for diversities (social, physical, cultural) ✓
- _____ 4.7 – Provides opportunities for student analysis of unit/lesson activities (journal reflections, developing scoring guides, etc.)

Standard 4. (consideration for professional growth plan.)

EVALUATOR COMMENTS:

STANDARD 5: MANAGES STUDENT BEHAVIOR

- _____ 5.1 – Establishes/maintains behavioral expectations (class rules) of students.
 - _____ 5.2 – Monitors students' behaviors according to local school/district policies and procedures.
 - _____ 5.3 – Reinforces acceptable student behaviors with genuine, specific praise.
 - _____ 5.4 – Holds each student accountable for his/her own behaviors.
 - _____ 5.5 – Manages disruptive behavior constructively while maintaining instructional momentum
 - _____ 5.6 – Demonstrates fairness consistency when managing disruptive behaviors and enforces consequences. ✓
 - _____ 5.7 – Uses gestures, facial expressions, verbal cues, and proximity control to direct and redirect student behaviors.
- Standard 5. (considerations for professional growth plan.)

EVALUATOR COMMENTS:

STANDARD 6: COMMUNICATES EFFECTIVELY

- _____ 6.1 – Listens to others, showing an interest in and sensitivity to their ides answers and opinions.
 - _____ 6.2 – Speaks distinctly and clearly.
 - _____ 6.3 – Adjusts volume and tone for emphasis.
 - _____ 6.4 – Models correct grammar and pronunciations.
 - _____ 6.5 – Provides clear instructions.
 - _____ 6.6 – Shares student expectations, criteria for assessment, student progress with students and parents in meetings, conferences, written progress reports, etc. ✓
 - _____ 6.7 – Displays awareness of space and presence when interacting with others.
 - _____ 6.8 – Maintains positive interactions with others.
 - _____ 6.9 – Makes effective uses of non-verbal cues, expressions, gestures, etc.
- Standard 6. (considerations for professional growth plan.)

EVALUATOR COMMENTS:

STANDARD 7: EXHIBITS PROFESSIONALISM

- _____ 7.1 – Evaluates self to identify needs for instructional improvement.
 - _____ 7.2 – Develops/reviews a professional growth plan congruent wit school/district/KERA goals and missions. ✓
 - _____ 7.3 – Reviews professional growth plan annually and revises plan as needs/goals change.
 - _____ 7.4 – Participates in professional development activities (continuing education, workshops, seminars, action-based research, teacher networks, etc.) ✓
 - _____ 7.5 – Shares instructional materials, information, ideas with colleagues. ✓
 - _____ 7.6 – Strives to improve instruction on a consistent basis.
 - _____ 7.7 – Maintains appropriate confidentiality regarding students' behaviors and performances.
 - _____ 7.8 – Upholds and models Kentucky's School Personnel Code of Ethics. ✓
 - _____ 7.9 – Encourages professional growth of peers.
- Standard 7. (considerations for professional growth plan.)

EVALUATOR COMMENTS:

STANDARD 8: MEETS JOB EXPECTATIONS/ DESCRIPTIONS

- _____ 8.1 – Follows proper channels to address issues and problems.
- _____ 8.2 – Meets assigned time frames as stipulated. ✓
- _____ 8.3 – Serves on various school/district committees.
- _____ 8.4 – Follows school/district policies and procedures. ✓
- _____ 8.5 – Performs other (out-of-class) duties consistent with contract/job expectations. ✓
- _____ 8.6 – Demonstrates punctuality in reporting to work and adheres to school/district timelines. ✓
- _____ 8.7 – Follows school/district policies and procedures on attendance. ✓
- _____ Standard 8. (considerations for professional growth plan.) ✓

EVALUATOR COMMENTS:

STANDARD 9: DEMONSTRATES IMPLEMENTATION OF TECHNOLOGY

Uses technology to support instruction; access and manipulate data, enhance professional growth and productivity, communicate and collaborate with colleagues, parents and the community, and conduct research.

- _____ 9.1 – Operates a multimedia computer and peripherals to install and use a variety of software.
- _____ 9.2 – Uses terminology related to computers and technology appropriately in written and verbal communication.
- _____ 9.3 – Demonstrates knowledge of the use of technology in business, industry, and society.
- _____ 9.4 – Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.
- _____ 9.5 – Creates multimedia presentations using scanners, digital cameras, and video cameras.
- _____ 9.6 – Uses the computers to do word processing, create databases and spreadsheets, access electronic mail and the internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.
- _____ 9.7 – Uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.
- _____ 9.8 – Requests and uses appropriate assistive and adaptive devices for students with special needs.
- _____ 9.9 – Designs lessons that use technology to address diverse student needs and learning styles.
- _____ 9.10 – Practices equitable and legal use of computers and technology in professional activities.
- _____ 9.11 – Facilitates the lifelong learning of self and others through the use of technology.
- _____ 9.12 – Explores, uses, and evaluates technology resources; software, applications and related documentation.
- _____ 9.13 – Applies research – based instructional practices that use computers and other technology.
- _____ 9.14 – Uses computers and other technology for individual, small group, and large group learning activities.
- _____ 9.15 – Uses technology to support multiple assessments of student learning.
- _____ 9.16 – Instructs and supervises students in the ethical and legal use of technology.

EVALUATOR COMMENTS:

Evaluator's Comments:

Evaluatee's Comments:

Evaluator's Signature:

Date:

Evaluatee's Signature

Date:

(I have seen and discussed this evaluation with the evaluator)

**The evaluatee has the right to appeal this evaluation to the Evaluation Appeals
Committee.**

SUMMATIVE EVALUATION FOR TEACHERS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.)

Evaluatee _____ Grade/content Area _____
 Evaluator _____ Position _____

Date(s) of Observation(s) 1st _____ 2nd _____ 3rd _____ 4th _____
 Date (s) of Conference(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Teacher Standards:

1. Implements Curriculum/Plans Instruction
2. Organizes Learning Environment/Climate
3. Presents Instruction/ Guides Learning
4. Assesses Learning/ Instruction
5. Manages Student Behavior
6. Communicates Effectively
7. Exhibits Professionalism
8. Meets Job Expectation/Description
9. Technology

Ratings

Meets

Does not meet

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Overall Rating _____

Evaluatee's Comments:

Evaluator's Comments:

To be signed after all information above has been completed and discussed:

Evaluatee _____ Agree with this summative evaluation
 _____ Disagree with this summative evaluation

Signature _____ Date _____

Evaluator:

Signature _____ Date _____

Opportunities for appeal processes at both the local and state levels are a part of Magoffin County School District Evaluation Plan.

Employment Recommendation to Central Office

_____ Meets teacher standards for re-employment
 _____ Does not meet teacher standards for re-employment

FORMATIVE EVALUATION FORM FOR MEDIA SPECIALISTS

Magoffin County Schools

20 ____ - 20 ____

Observee _____

Observer _____ Position _____

Classroom Observation Information:

Date _____ Unit of Study/Lesson _____

Time _____ Academic Expectation (No.'s) _____

PERFORMANCE EVALUATION KEY

- *4 = Exceeds Performance Expectations *3 = Meets Performance Expectations
*2 = Marginal Performance – areas need improvement *1 = Unsatisfactory Performance
*NA = Not Applicable during this Observation

MEDIA SPECIALISTS STANDARDS

STANDARD 1: DEMONSTRATES PROFICIENCY IN THE MANAGEMENT AND ADMINISTRATION OF THE LIBRARY MEDIA

- ____ 1.1 - Plans long-range goals of the library media center program with faculty, administration, and students.
- ____ 1.2 - Plans the budget with the administration, school and/or advisory committees, based only-based councils the needs and objectives of the library.
- ____ 1.3 - Administers the budget according to the goals and objectives of the program.
- ____ 1.4 - Communicates the budget and goals to teachers, students, and administrators.
- ____ 1.5 - Develops library media center policies, eg. materials selection, collection development, circulation, challenged materials, copyright, and technology
- ____ 1.6 - Administers a library media program that utilizes flexible access
- ____ 1.7 - Develops plans for maintaining a technologically current facility and program
- ____ 1.8 - Organizes, classifies, and catalogs library materials, following nationally recognized professional standards.
- ____ 1.9 - Solicits suggestions from and communicates with faculty and students about services, materials, programs, and facilities.
- ____ 1.10- Evaluates programs, services, facilities, and materials informally and formally on a continuous basis—identifying strengths and weaknesses.
- ____ 1.11- Organizes and maintains the library media center as a functional, attractive, safe, and orderly environment for optimal use by faculty and students
- ____ 1.12- Publicizes the library media center programs, services, and materials through newsletters, announcements, and other innovative ways.
- ____ 1.13- Is responsible for the proper use of the facility, materials, and equipment.
- ____ 1.14- Trains and supervises library media center clerical staff; volunteers, and student helpers. ✓

EVALUATOR COMMENTS _____

STANDARD 2: PROVIDES EXEMPLARY RESOURCES THROUGH COLLECTION DEVELOPMENT

- ____ 2.1 – Follows the district approved selection policy which includes a procedure for the reconsideration of materials
- ____ 2.2 - Possesses broad knowledge of the school curriculum and plans with teachers and administration for development of collection of materials to support the curriculum.
- ____ 2.3 - Chooses materials using selection tools, bibliographies, periodical reviews, workshop and professional judgment recommendations.
- ____ 2.4 - Maintains a professional collection.
- ____ 2.5 – Demonstrates competency in selection, acquisition, circulatin, and maintenance of materials, technology, and equipment which support the school's curriculum and educational philosophy.
- ____ 2.6 – Keeps a card or automated catalog current.
- ____ 2.7 - Maintains statistical records and shelf list needed to verify collection of the library media center holdings.

EVALUATOR COMMENTS _____

STANDARD 3: PROVIDES EFFECTIVE LIBRARY MEDIA SERVICES

- _____ 3.1 – Exercises a leadership role and serves as a catalyst in ensuring the library media center is central to the instructional program of the school.
- _____ 3.2 – Maintains flexible use of the library media center individuals, small groups, and large groups, for research, browsing, recreational reading and listening.
- _____ 3.3 – Participates as a member of the instructional team(s) in curriculum development projects and plans regularly with teachers.
- _____ 3.4 – Provides the leadership and expertise for the incorporation of information and instructional technologies into the curriculum.
- _____ 3.5 – Provides training to staff in use of new materials, technology, and equipment, demonstrating practical applications for curriculum connections.
- _____ 3.6 – Supports classroom teachers a consultant in the development of instructional units, activities, and curriculum with print and non-print materials.
- _____ 3.7 – Assists faculty in the selection of materials to supplement classroom instruction.
- _____ 3.8 – Establishes positive rapport with parents and students.
- _____ 3.9 – Makes the library media center and its resources accessible to students.
- _____ 3.10 – Provides orientation for new faculty and students.
- _____ 3.11 – Maintains effective communication with staff and students, eg. Informs faculty and students of new acquisitions
- _____ 3.12 – Facilitates the circulation of materials among the schools in the district or with other agencies.
- _____ 3.13 – Is available as a personal resource for all students and faculty.
- _____ 3.14 – Provides the resources and promotes recreational reading for the school community.
- _____ 3.15 – Promotes and incorporates instructional management techniques that are fair and respect diversity and individuals differences.

EVALUATOR COMMENTS _____

STANDARD 4: ENABLES STUDENTS TO BECOME EFFECTIVE INFORMATIONAL USERS

- _____ 4.1 – Plans and implements a library media center program of library information literacy in collaboration with classroom teachers toward the achievement of the goals of KERA and the academic expectations.
- _____ 4.2 – Informally evaluates individual and group needs and provides appropriate learning experiences.
- _____ 4.3 – Creates a climate conducive to learning in which students display initiative and resume a personal responsibility for learning and conduct.
- _____ 4.4 – Provides for independent and cooperative group learning.
- _____ 4.5 – Guides student in selection of appropriate resources.
- _____ 4.6 – Helps students to develop habits of independent reference work and to develop literacy in the use of reference materials in relation to planned assignments.
- _____ 4.7 – Promotes appreciation of various forms of literature emphasizing the highest quality.
- _____ 4.8 – Encourages students to develop lifelong reading listening, viewing, and critical thinking skills, and to become skilled in all modes of communication.
- _____ 4.9 – Incorporates the use of technology in accessing information.
- _____ 4.10 – Assists students in the use of multi-media for completed projects.

EVALUATOR COMMENTS _____

STANDARD 5: ASSUMES RESPONSIBILITY FOR PROFESSIONAL GROWTH PRACTICES

- _____ 5.1 – Follows the school's policies and procedures.
- _____ 5.2 – Promotes compliance with the copyright law.
- _____ 5.3 – Handles concerns of others in a positive and professional manner in order to protect the users' rights to privacy and confidentiality.
- _____ 5.4 – Attends local professional growth activities and meetings; demonstrates punctuality and good attendance for all duties.
- _____ 5.5 – Demonstrates commitment by belonging to professional library organizations and attending the meetings, workshops, conferences, and other activities related to the field.
- _____ 5.6 – Adheres to the professional code of ethics.

EVALUATOR COMMENTS _____

Evaluator's Comments _____

Evaluatee's Comments _____

Evaluator's Signature _____ **Date** _____

Evaluatee's Signature _____ **Date** _____

(I have seen and discussed this evaluation with the evaluator.)
The evaluatee has the right to appeal this evaluation to the Evaluation Appeals Committee

Tenured _____

Nontenured _____

SUMMATIVE EVALUATION FOR MEDIA SPECIALISTS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.)

Evaluatee _____ Grade/content Area _____
 Evaluator _____ Position _____

Date(s) of Observation(s) 1st _____ 2nd _____ 3rd _____ 4th _____
 Date (s) of Conference(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Teacher Standards:

1. Proficient in the management and administration of the library media
2. Provides exemplary resources through collection development
3. Provides effective library media services
4. Enables student to become effective informational users
5. Assumes responsibility for professional growth practices

Ratings

Meets

Does not meet

_____	_____
_____	_____
_____	_____
_____	_____

Overall Rating _____

Evaluatee's Comments:

Evaluator's Comments:

To be signed after all information above has been completed and discussed:

Evaluatee _____ Agree with this summative evaluation
 _____ Disagree with this summative evaluation

Signature _____ Date _____

Evaluator:

Signature _____ Date _____

Opportunities for appeal processes at both the local and state levels are a part of Magoffin County School District Evaluation Plan.

Employment Recommendation to Central Office

_____ Meets teacher standards for re-employment
 _____ Does not meet teacher standards for re-employment

Instructions for Completing the Individual Professional Growth Plan

This plan is to be completed by the employee with assistance from the immediate supervisor.

Identified School/District Improvement Plan Goal and/or Objective

(704 KAR 3:345 Section 4 (2) (c) states, "The evaluation system shall include a professional growth plan for all certified personnel below the level of superintendent aligned with specific goals and objectives of the school improvement plan or the district improvement plan and shall be reviewed annually.

Does your growth plan goal(s) align with one of the school/district improvement goals or objectives?

Present Professional Development (PD) Stage

Select one of the following PD stages that match your personal stage of growth.

O = Orientation/Awareness

A = Preparation/Application

I = Implementation/Management

R = Refinement/Impact

Is your growth plan individualized to meet the particular level or stage of present professional development?

Growth Goal(s) and Objective(s)

Identify the specific goal(s) and objective(s) that you plan to develop. For example: if increasing the percentage of students scoring in the proficient level in mathematics is a school improvement goal, an individualized growth plan might be to incorporate measurable performance-based assessment items in mathematics lessons, or to utilize computer software/technologies in mathematics instruction. It is also appropriate to review your summative evaluation for any identified professional growth needs.

Does your growth plan meet your individualized goals(s) and objective(s)?

Procedures and Activities

List the specific activities you plan to do in order to meet your goals and objectives. For example: attending specific staff development workshops; soliciting input from peer/colleague; enrolling in a seminar; collaborating with other support personnel, etc.

How will participation in the identified activities assist you in accomplishing your identified goal(s) and objective(s)?

Additional support

List additional personnel who may be involved in any aspect of plan's accomplishment. For example: John Doe, Principal; Jane Doe, mentor; I.M. Great, resource teacher

Expected Impact

Describe the expected impact in terms of improved student performance, change in teacher practice, or completion of finished product.

Target Dates for Completion/Review

Identify the date that you plan to accomplish/review your individualized goal(s) and objective(s)

Individual Professional Growth Plan

Name: _____

Date: _____

School Year: _____

Identified School/District Improvement Plan Goal and/or Objective

(Individual Growth Plan must align with specific goals and objectives of school/district improvement plan):

PRESENT PROFESSIONAL DEVELOPMENT STAGE	GOAL (S)	OBJECTIVE (S)	PROCEDURES AND ACTIVITIES	ADDITIONAL SUPPORT	EXPECTED IMPACT	TARGET DATES FOR COMPLETION OR REVIEW

Employee's Comments:

Supervisor's Comments:

Individual Growth Plan Developed:		Annual Review: _____ Achieved: _____ Revised: _____ Continued: _____	
Employee's Signature	Date	Employee's Signature	Date
Supervisor's Signature	Date	Supervisor's Signature	Date

The Individual Corrective Action Plan is developed when an evaluatee receives a "does not meet" rating(s) on the Summative Evaluation

INDIVIDUAL CORRECTIVE ACTION PLAN For _____

Date _____ Work Site _____

Standard No.	Present PG Stage	Growth Objective/Goal(s) (Describe desired outcomes)	Procedures and Activities for Achieving Goals and Objectives (including support personnel)	Appraisal Method and Target Dates

Evaluatee's Comments: _____

Evaluator's Comments: _____

Individual Corrective Action Plan Developed	
_____ (Evaluatee's Signature)	_____ (Date)
_____ (Evaluator's Signature)	_____ (Date)

STATUS : Achieved _____ Revised _____ Continued _____	
_____ (Evaluatee's Signature)	_____ (Date)
_____ (Evaluator's Signature)	_____ (Date)

*Professional Growth Plan Stages:

O=Orientation/Awareness, A=Preparation/Application,

I=Implementation/Management, R=Refinement/Impact

SCHOOL PSYCHOLOGIST EVALUATION INSTRUMENT

Psychologist: _____

Work Location: _____

Evaluator: _____

Date: _____

Performance Evaluation Key

*4 = Exceeds Performance Expectations *3 = Meets Performance Expectations
*2 = Marginal Performance – areas need improvement *1 = Unsatisfactory
Performance*NA = Not Applicable during this Observation

Performance Standards

Standard 1: Facilitates, Monitors, and Assesses Student Learning

- _____ Meets time frames and maintains accurate, complete, and up to date records.
- _____ Gathers information from records, parents, and school staff to determine and understand students' needs.
- _____ Administers a variety of individual tests and/or observational techniques.
- _____ Interprets and communicates results of tests and/or observations in an accurate and meaningful manner to parents and /or guardians.
- _____ Assists staff in the school's intervention process by identifying problems and prioritizing intervention strategies.
- _____ Attends intervention meetings and communicates regularly with the intervention team leader and school administrator.

Standard 1. (Considerations for professional growth plan)

Standard 2: Creates and Maintains Learning Environment

- _____ Assists parents, teachers, and others in creating learning conditions to maximize effectiveness of school and home interventions.
- _____ Assists teachers and parents in the development of appropriated plans for students who are not eligible for special education but are having problems in school.
- _____ Maintains positive student interactions.
- _____ Displays sensitivity when dealing with students and others.
- _____ Interacts positively with students, colleagues, parents, and community members

Standard 2: (Considerations for professional growth plan).

Standard 3: Exhibits Professionalism

_____ Demonstrates professional behavior and abides by the Kentucky's School Personnel Code of Ethics.

_____ Evaluates self to identify needs for improvement

_____ Develops/reviews a professional growth plan congruent with school/district KERA goals and missions.

_____ Participates in professional development activities (continuing education, workshops, seminars, action-based research, teacher networks, etc.)

_____ Maintains appropriate confidentiality regarding students' behaviors and performances.

_____ Demonstrates punctuality in reporting to work and adheres to school/district timelines.

_____ Follows school/district policies and procedures.

_____ Follows school/district policies on attendance.

Standard 3 (Considerations for professional growth plan).

Standard 4: Knowledge of Content Area

_____ Clearly and accurately communicates special education procedures to teachers and administrators in the building.

_____ Uses current principles, concepts, and skills related to his/her content area in the planning and delivery of services.

_____ Demonstrates knowledge of evaluation techniques, report writing, and consultations skills.

_____ Makes appropriate referrals to community agencies and private therapists for psychotherapeutic reasons.

_____ Maintains up to date on current professional testing instruments, and psychological tests.

_____ Demonstrates effective writing and speaking skills.

Standard 4: (Considerations for professional growth plan).

Standard 5: Demonstrates Implementation of Technology

_____ Operates a multimedia computer and peripherals to install and use a variety of software.

_____ Uses terminology related to computers and technology appropriately in written and verbal communication.

_____ Demonstrates knowledge of the use of technology in business, industry, and society

_____ Demonstrates basic knowledge of computer/peripheral parts and attends to simple connections and installations.

_____ Creates multimedia presentations using scanners, digital cameras, and video cameras.

_____ Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the internet, make presentations, and use other emerging technologies to enhance professional productivity and support instruction.

_____ uses computers and other technologies such as interactive instruction, audio/video conferencing, and other distance learning applications to enhance professional productivity and support instruction.

_____ Requests and uses appropriate assistive and adaptive devices for students with special needs.

_____ Practices equitable and legal use of computers and technology in professional activities.

_____ Facilitates the lifelong learning of self and others through the use of technology.

_____ Explores, uses, and evaluates technology resources: software, applications and related documentation.

_____ Uses computers and other technology for individual, small group, and large group learning activities.

_____ Uses technology to support multiple assessments of student learning.

_____ Instructs and supervises students in the ethical and legal use of technology.

Standard5: (Considerations for professional growth plan).

Evaluators Comments:

Evaluatee's Comments:

Evaluator's Signature _____

Date: _____

Evaluatee's Signature _____

Date: _____

(I have seen and discussed this evaluation with the evaluator).

The evaluatee has the right to appeal this evaluation to the Evaluation Appeals Committee.

Summative Evaluation for School Psychologists

Tenured _____
Tenured _____

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, and other documentation.)

Evaluatee _____

Evaluator _____

Date (s) of Observations 1st _____ 2nd _____ 3rd _____ 4th _____

Dates (s) of Conference 1st _____ 2nd _____ 3rd _____ 4th _____

Standards:

Ratings

Meets

*does not meet

1. Facilitates, Monitors, & Assess Student Learning
2. Creates & Maintains Learning environment
3. Exhibits Professionalism
4. Knowledge of Content Area
5. Demonstrates Implementation of Technology

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Overall Rating _____

Evaluatee's Comments:

Evaluator's Comments;

To be signed after all information above has been completed and discussed:

Evaluatee _____ Agree with this Summative Evaluation
_____ Disagree with this Summative Evaluation

Signature: _____ Date: _____

Signature: _____ Date: _____

Opportunities for appeal processes at both the Local and state levels are a part of Magoffin County School District Evaluation Plan.

Employment Recommendation to Central Office :

_____ Meets teacher standards for re-employment
_____ Does not meet teacher standard for re-employment

Evaluation Standards and Performance Criteria for Education Administrators

Analyses of performance and bases for individual professional growth plan/summative evaluation
(all performance criteria may not apply to all administrative positions.)

Evaluatee/Observee _____ Position _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School/Work Site _____

Standard 1: VISION A school administrator is an Educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	PERFORMANCE/PRODUCT/PORTFOLIO RATINGS *More than one (1) rating can be checked			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
Performances - The administrator facilitates process and engages in activities ensuring that:				
1.1 the vision and mission of the school are effectively communicated to staff, parents, students, and community.				
1.2 the vision and mission are communicated through the use of symbols, ceremonies, stories, and similar activities.				
1.3 the core beliefs of the school vision are modeled for all stakeholders.				
1. the vision is developed with and among stakeholders				
1.5 the contributions of school community members to the realization of the vision are recognized and celebrated.				
1.6 progress toward the vision and mission is communicated to all stakeholders.				
1.7 the school community is involved in school improvement efforts.				
1.8 the vision shapes the educational programs, plans, and actions.				
1.9 an implementation plan is developed in which objectives and strategies to achieve the vision and goals are clearly articulated.				
1.10 assessment data related to student learning are used to develop the school vision and goals.				
1.11 relevant demographic data pertaining to students and their families are used in developing the school mission and goals.				
1.12 barriers to achieving the vision identified, clarified and addressed.				
1.13 needed resources are sought and obtained to support the implementation of the school mission and goals.				
1.14 existing resources are used in support of the school vision and goals.				
1 the vision, mission and implementation plans are regularly monitored, evaluated and revised.				
Overall rating for Summative Evaluations Form				

Standard 2: SCHOOL CULTURE AND LEARNING A school administrator is an Educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	PERFORMANCE/PRODUCT/PORTFOLIO RATINGS *More than one (1) rating can be checked			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
Performances - The administrator facilitates process and engages in activities ensuring that:				
2.1 all individuals are treated with fairness, dignity, and respect. ✓				
2.2 professional development promotes a focus on student learning consistent with the school vision and goals.				
2.3 students and staff feel valued and important. ✓				
2.4 the responsibilities and contributions of each individual are acknowledged. ✓				
2.5 barriers to student learning are identified, clarified, and addressed. ✓				
2.6 diversity is considered in developing learning experiences. ✓				
2.7 life long learning is encouraged and modeled.				
2.8 there is a culture of high expectations for self, student, and staff performance.				
2.9 technologies are used in teaching and learning. ✓				
2.10 student and staff accomplishments are recognized and celebrated.				
2.11 multiple opportunities to learn are available to all students				
2.12 the school is organized and aligned for success				
2.13 curricular, co-curricular, and extra-curricular programs are designed, implemented, evaluated, and refined.				
2.14 curriculum decisions are based on research, expertise of teachers, and the recommendations of learned societies.				
2.15 the school culture and climate are assessed on a regular basis.				
2.16 a variety of sources of information is used in making decisions.				
2.17 student learning is assessed using a variety of techniques.				
2.18 multiple sources of information regarding performance are used by staff and students.				
2.19 a variety of supervisory and evaluation models is employed.				
2.20 pupil personnel programs are developed to meet the needs of students and their families.				
Overall rating for Summative Evaluations Form				

Standard 3: MANAGEMENT

A school administrator is an Educational leader who promotes the success of all students by ensuring management of the organization, operations, and resources for a safe, efficient, and effective learning environment.

Performances - The administrator facilitates process and engages in activities ensuring that:			
3.1 knowledge of learning, teaching, and student development is used to inform management decisions. ✓			
3.2 operational procedures are designed and managed to maximize opportunities for successful learning.			
3.3 emerging trends are recognized, studied, and applied as appropriate.			
3.4 operational plans and procedures to achieve the vision and goals of the school are in place.			
3.5 collective bargaining and other contractual agreements related to the school are effectively managed.			
3.6 the school plant, equipment, and support systems operate safely, efficiently, and effectively.			
3.7 time is managed to maximize attainment of organizational goals. ✓			
3.8 potential problems and opportunities are identified.			
3.9 problems are confronted and resolved in a timely manner. ✓			

STANDARD 3 CONTINUED	PERFORMANCE/PRODUCT/PORTFOLIO RATINGS			Professional Growth Activities Discussed
	*More than one (1) rating can be checked			
	Meets	Growth Needed	Does Not Meet	
3.10 financial, human and material resources are aligned to the goals of schools.				
3.11 the school acts entrepreneurially to support continuous improvement.				
3.12 organizational systems are regularly monitored and modified as needed.				
3.13 stakeholders are involved in decisions affecting schools.				
3.14 responsibility is shared to maximize ownership and accountability.				
3.15 effective problem-framing and problem-solving skills are used.				
3.16 effective conflict resolution skills are used.				
3.17 effective group-process and consensus-building skills are used.				
3.18 effective communication skills are used.				
3.19 there is effective use of technology to manage school operations.				
3.20 fiscal resources of the school are managed responsibly, efficiently, and effectively.				
3.21 a safe, clean, and aesthetically pleasing school environment is created and maintained.				
3.22 human resource functions support the attainment of school goals.				
3.23 confidentiality and privacy of school records are maintained.				
Overall rating for Summative Evaluations Form				

STANDARD 4: COLLABORATION

A school administrator is an educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources.

Performances - The administrator facilitates process and engages in activities ensuring that:

4.1 high visibility, active involvement and communication with the larger community is a priority. ✓			
4.2 relationships with community leaders are identified and nurtured. ✓			
4.3 information about family and community concerns, expectations, and needs is used regularly. ✓			
4.4 there is outreach to different business, religious, political, and service agencies and organizations. <i>Communication</i>			
4.5 credence is given to individuals and groups whose values and opinions may conflict.			
4.6 the school and community serve one another as resources. ✓			
4.7 available community resources are secured to help the school solve problems and achieve goals.			
4.8 partnerships are established with area businesses, institutions of higher education, and community groups to strengthen programs and support school goals.			
4.9 community youth family services are integrated with school programs.			
4.10 community stakeholders are treated equitably. ✓			
4.11 diversity is recognized and valued. ✓			
4.12 effective media relations are developed and maintained.			
4.13 a comprehensive program of community relations is established.			
4.14 public resources and funds are used appropriately and wisely. ✓			

STANDARD 4 CONTINUED	PERFORMANCE/PRODUCT/PORTFOLIO RATINGS *More than one (1) rating can be checked			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
community collaboration is modeled for staff				
4.16 opportunities for staff to develop collaborative skills are provided.				
Overall rating for Summative Evaluations Form				

Standard 5: INTEGRITY, FAIRNESS, ETHICS

A school administrator is an Educational leader who promotes the success of all students by acting with integrity, fairness, and in an ethical manner

Performances - The administrator facilitates process and engages in activities ensuring that:

5.1 examines personal and professional values. ✓				
5.2 demonstrates a personal and professional code of ethics. ✓				
5.3 demonstrates values, beliefs, and attitudes that inspire others to higher levels of performance.				
5.4 serves as a role model. ✓				
5.5 accepts responsibility for school operations. ✓				
5.6 considers the impact of one's administrative practices on others.				
5.7 uses the influence of the office to enhance the educational program rather than for personal gain. ✓				
5.8 treats people fairly, equitably, and with dignity and respect. ✓				
5.9 protects the rights and confidentiality of students and staff. ✓				
5.10 demonstrates appreciation for and sensitivity to the diversity in the school community. ✓				
5.11 recognized and respects the legitimate authority of others. ✓				
5.12 examines and considers the prevailing values of the diverse school community. ✓				
5.13 expects that others in the school community will demonstrate integrity and exercise ethical behavior. ✓				
5.14 opens the school to public scrutiny.				
5.15 fulfills legal and contractual obligations. ✓				
5.16 applies laws and procedures fairly, wisely, and considerately. ✓				
Overall rating for Summative Evaluations Form				

Standard 6: POLITICAL, ECONOMIC, LEGAL

A school administrator is an Educational leader who promotes the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.

Performances - The administrator facilitates process and engages in activities ensuring that:

6.1 the environment in which schools operate is influenced on behalf of students and their families.				
6.2 communications occurs among the school community concerning trends, issues, and potential changes in the environment in which schools operate. ✓				
6.3 there is ongoing dialogue with representatives of diverse community groups. ✓				
6.4 the school community works within the framework of policies, laws, and regulations enacted by local, state and federal authorities. ✓				
6.5 public policy is shaped to provide quality education for students.				
6.6 lines of communication are developed with decision makers outside the school community ✓				
Overall rating for Summative Evaluations Form				

SUMMATIVE EVALUATION FOR ADMINISTRATORS

This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.

Evaluate _____ Position _____

Evaluator _____ Position _____

School/Work Site _____

Date(s) of Observation(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Date(s) of Conference(s) 1st _____ 2nd _____ 3rd _____ 4th _____

RATING**Administrator Standards:**

1. Vision
2. School Culture and Learning
3. Management
4. Collaboration
5. Integrity, Fairness, Ethics
6. Political, Economic, Legal

Meets

*Does Not Meet

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Overall Rating

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below.

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Evaluatee's Comments _____

Evaluator's Comments _____

To be signed after all information above has been completed and discussed

Evaluatee: _____ Agree with this summative evaluation
 _____ Disagree with this summative evaluation

Signature

Date

Evaluator:

Signature

Date

Opportunities for appeal processes at both the local and state levels are a part of _____

_____ district's evaluation plan.

Employment Recommendation to Central Office

- _____ Meets administrator standards for re-employment
 _____ Does not meet administrator standards for re-employment

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345, Sections 7, 8, 9 and the local district plan.

Rating in the "does not meet" column requires the development of an individual Corrective Action Plan.

STANDARD FOR SCHOOL LEADERS SELF-ASSESSMENT

Evaluatee/Observee _____ Position _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School/Work Site _____

Standard 1: A school administrator is an Educational leader who promotes the success of all students by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.	PERFORMANCE/PRODUCT/PORTFOLIO RATINGS (*More than one (1) rating can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
Knowledge - The Administrator has knowledge and understanding of:				
1. Learning goals in a pluralistic society				
2. the principles of developing and implementing strategic plans				
3. systems theory				
4. information sources, data collections, and data analysis strategies				
5. effective communication				
6. effective consensus - building and negotiation skills				
Dispositions - The administrator believes in values, and is committed to:				
1. the educability of all				
2. a school vision of high standards of learning				
3. continuous school improvement				
4. the inclusion of all members of the school community				
5. ensuring that students have the knowledge, skills, and values needed to become successful adults				
6. a willingness to continuously examine one's own assumptions, beliefs, and practices				
7. doing the work required for high levels of personal and organization performance				

Standard 2: A school administrator is an Educational leader who promotes the success of all students by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.	PERFORMANCE/PRODUCT/PORTFOLIO RATINGS (*More than one (1) rating can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
Knowledge - The Administrator has knowledge and understanding of:				
1. student growth and development				
2. applied learning theories				
3. applied motivational theories				
4. curriculum design, implementation, evaluation, and refinement				
5. principles of effective instruction				
6. measurement, evaluation and assessment strategies				
7. diversity and its meaning for educational programs:				
8. adult learning and professional development models				
9. the change process for systems, organizations, and individuals				
10. the role of technology in promoting student learning and professional growth				
11. school cultures				
Dispositions - The administrator believes in values, and is committed to:				
1. student learning as the fundamental purpose of schooling				
2. the proposition that all students can learn				
3. the variety of ways in which students can learn				
4. life long learning for self and others				
5. professional development as an integral part of school improvement				
6. the benefits that diversity brings to the school community				
7. a safe and supportive learning environment				
8. preparing students to be contributing members of society				

Standard 3: A school administrator is an Educational leader who promotes the success of all students by ensuring management of the organization operations, and resources for a safe, efficient, and effective learning environment.	PERFORMANCE/PRODUCT/PORTFOLIO RATINGS (*More than one (1) rating can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
Knowledge - The Administrator has knowledge and understanding of:				
1. theories and models of organizations and the principles of organizational development				
2. operational procedures at the school and district level				
3. principles and issues relating to school safety and security				
4. human resources management and development				
5. principles and issues relating to fiscal operations of school management				
6. principles and issues relating to school facilities and use of space				
7. legal issues impacting school operations				
8. current technologies that support management functions				
Dispositions - The administrator believes in values, and is committed to:				
1. making management decision to enhance learning and teaching				
2. taking risks to improve schools				
3. trusting people and their judgements				
4. accepting responsibility				
5. high quality standards, expectations and performances				
6. involving stakeholders in management process				
7. a safe environment				

Standard 4: A school administrator is an Educational leader who promotes the success of all students by collaborating with families and community members, responding to diverse community interests and needs, and mobilizing community resources	PERFORMANCE/PRODUCT/PORTFOLIO RATINGS (*More than one (1) rating can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
Knowledge - The Administrator has knowledge and understanding of:				
1. emerging issues and trends that potentially impact the school community				
2. the conditions and dynamics of the diverse school community				
3. community resources				
4. community relations and marketing strategies				
5. successful models of school, family, business, community, government and higher education partnerships				
Dispositions - The administrator believes in values, and is committed to:				
6. schools operating as an integral part of the larger community				
7. collaboration and communication with families				
8. involvement of families and other stakeholders in school decision-making processes				
9. the proposition that diversity enriches the school				
10. families as partners in the education of their children				
11. the proposition that families have the best interests of their children in mind				
12. resources of the family and community needing to be brought to bear on the education of students				
13. an informed public				

Standard 5: A school administrator is an Educational leader who promotes the success of all students by acting with integrity, fairness and in an ethical manner	PERFORMANCE/PRODUCT/PORTFOLIO RATINGS (*More than one (1) rating can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
Knowledge - The Administrator has knowledge and understanding of:				
1. the purpose of education and the role of leadership in modern society				
2. various ethical framework and perspectives on ethics				
3. the values of the diverse school community				
4. professional codes of ethics				
5. the philosophy and history of education				
Dispositions - The administrator believes in values, and is committed to:				
1. the ideal of the common good				
2. the principles in the Bill of Rights				
3. the right of every student to a free, quality education				
4. bringing ethical principles to the decision-making process				
5. subordinating one's own interest to the good of the school community				
6. accepting the consequences for upholding one's principles and actions				
7. using the influence of one's office constructively and productively in the service of all student sand their families				
8. development of a caring school community				

Standard 6: A school administrator is an Educational leader who promotes the success of all students by understanding, responding to and influencing the larger political, social, economic, legal and cultural context	PERFORMANCE/PRODUCT/PORTFOLIO RATINGS (*More than one (1) rating can be checked)			Professional Growth Activities Discussed
	Meets	Growth Needed	Does Not Meet	
Knowledge - The Administrator has knowledge and understanding of:				
1. principles of representative governance that undergird the system of American school				
2. the role of public education in developing and renewing a democratic society and an economically productive nation				
3. the law as related to education and schooling				
4. the political, social, cultural and economic systems and processes that impact schools				
5. models and strategies of change and conflict resolution as applied to the larger political, social, cultural and economic contexts of schooling				
6. global issues and forces affecting teaching and learning				
7. the dynamics of policy development and advocacy under our democratic political system				
the importance of diversity and equity in a democratic society				
Dispositions - The administrator believes in values, and is committed to:				
1. education as a key to opportunity and social mobility				
2. recognizing a variety of ideas, values, and cultures				
3. importance of a continuing dialogue with other decision makers affecting education				
4. actively participating in the political and policy-making context in the service of education				
5. using legal systems to protect student rights and improve student opportunities				

Magoffin County Schools

attachment C

SUMMATIVE CONFERENCING FORM Education Administrators ANALYSES OF PERFORMANCE AND BASES FOR INDIVIDUAL PROFESSIONAL GROWTH PLAN/SUMMATIVE EVALUATION

(Evaluator and evaluatee discuss and complete prior to developing the administrator's professional growth plan and summative evaluation instruments. This analyses document is the summary of data collected for formative purposes such as: observations, professional development activities, portfolio entries, products, work samples, reports, etc.)

Evaluatee/Observee _____ Position _____

Evaluator/Observer _____ Position _____

Date of Conference (Analyses) _____ School/Work Site _____

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
	Meets	Growth Needed	Does Not Meet	
1: Organizes Use of Facility/Resources				
1.1 Uses district, state, and school council policies/guidelines (and staff input) when developing operational, instructional, and administrative plans/procedures ✓				
1.2 Collaborates with staff to develop safe practices for curricular/extra-curricular activities ✓				
1.3 Promotes a clean, healthy environment by providing personnel and students with plans/practices to follow ✓				
1.4 Maintains and supervises schedules of duties, including appropriate timeframes, for all assigned certified/classified personnel ✓				
1.5 Maintains and supervises budgets for all organizational functions/activities by involving appropriate personnel				
1.6 Maintains a recordkeeping system for operational and organizational functions/activities that is effective/efficient and in compliance with local and state regulations/policies				
1.7 Utilizes technologies when developing/organizing/revising plans, schedules, procedures, and recordkeeping				
1.8 Develops personal schedules of duties, including appropriate timeframes, throughout calendar year ✓				
1.9 Provides opportunities that encourage collaboration among others in the use of resources				
Overall rating for Summative Evaluation Form				

2: Manages Use of Facility/Resources				
2.1 Follows school council/district procedures to assure the proper implementation of operational and organizational plans/schedules ✓				
2.2 Maintains a fiscal recordkeeping process that is accurate, current for all organizational functions				
2.3 Monitors activities and procedures used by certified/classified staff to maintain a clean, healthy, and safe environment				
2.4 Evaluates (with appropriate staff and school council) effectiveness of operational/organizational plans and procedures				
2.5 Solicits input from others when developing and revising operational/organizational plans and procedures				
2.6 Evaluates/monitors/revises schedules and duties of classified personnel, certified personnel, and self to meet the needs of students and to accommodate the school/district curriculum as established by the school council/district board				
2.7 Assists staff in prioritizing assignments/responsibilities				
2.8 Negotiates (with appropriate staff) realistic timeframe(s) for completion of assignments/duties				
2.9 Maintains accurate and thorough district/school records (e.g., staff and student punctuality, attendance, performances)				
2.10 Monitors programs, facility(ies), and operation(s) and recommends improvements				
2.11 Implements policies set by school council/district				
Overall rating for Summative Evaluation Form				

SUMMATIVE CONFERENCING FORM

Education Administrators

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
3: Communicates Effectively	Meets	Growth Needed	Does Not Meet	
3.1 Listens to others, showing an interest in and sensitivity to their ideas, answers, and opinions				
3.2 Speaks so others can understand				
3.3 Uses correct grammar and pronunciations				
3.4 Writes letters, reports, etc., in a timely, clear, and effective manner				
3.5 Provides open lines of communication with others				
3.6 Communicates through appropriate/designated channels				
3.7 Employs conflict-resolution procedures				
3.8 Shares student expectations and progress with others (e.g., parents, students, personnel, community members)				
3.9 Selects the appropriate media source(s)/technologies to publicize students' achievements, personnel achievements, school/district activities planned, etc.				
3.10 Conducts meetings and conveys essential information in an open manner				
3.11 Solicits input from community members, students, colleagues, etc., about organizational operations				
3.12 Acts and reacts in a positive, constructive, and mutually respectful manner when dealing with others				
3.13 Communicates expectations for the organization and staff in compliance with school council/district policy				
3.14 Demonstrates trustworthiness in all communications				
3.15 Represents the school in the community				
Overall rating for Summative Evaluation Form				

4: Serves as an Instructional Leader

4.1 Prepares/coordinates the development of curriculum, projects, reports, goals, and plans that reflect district/state and school council goals and objectives				
4.2 Analyzes and shares the results of student progress toward meeting academic expectations/district or school council goals				
4.3 Promotes and assists in implementing instructional activities to increase student performance/achievement				
4.4 Implements district evaluation/professional growth plan for instructional/organizational improvements				
4.5 Incorporates a system of regular curriculum analysis and works with the school council or district to make revisions based upon assessments and student, teacher, parents, and community needs/input				
4.6 Coordinates the implementation of instructional strategies and practices that accommodate the needs of all students				
4.7 Collaborates with others (students, teachers, school administrators, parents, etc.) to support the delivery of a performance-based curriculum with "real-life" applications				
4.8 Models effective teaching and leadership techniques when conducting meetings/presentations				
4.9 Provides direction for and assistance with curriculum integration activities/curriculum alignment				
4.10 Applies school council or district disciplinary policies and procedures in a fair, consistent, and constructive manner				
4.11 Involves others (parents, community members, and students) in/all aspects of curriculum changes/improvement/implementation				
4.12 Facilitates the development of school vision/mission/goals				
4.13 Facilitates the development of school improvement plan/transformation plan				
4.14 Collaborates with employers, community resources, parents, and postsecondary school personnel to provide a system of successful transition to work, to postsecondary education, or to the military				
Overall rating for Summative Evaluation Form				

SUMMATIVE CONFERENCING FORM

Education Administrators

Standards/Performance Criteria	Performance/Product/Portfolio Ratings			Professional Growth Activities Discussed
	(*More than one (1) rating can be checked)			
5: Exhibits Professionalism	Meets	Growth Needed	Does Not Meet	
5.1 Upholds and models Kentucky's School Personnel Code of Ethics ✓				
5.2 Uses a variety of sources to evaluate self and to identify needs (both administrative/managerial)				
5.3 Develops/reviews a professional growth plan congruent with school/district/KERA goals and missions ✓				
5.4 Reviews professional development growth plan annually and revises plan as needs/goals change or as evaluation warrants ✓				
5.5 Participates in focused professional development activities (continuing education, workshops, seminars, etc.) ✓				
5.6 Keeps abreast of current research/theories/practices in educational administration for instructional improvement purposes				
5.7 Shares educational materials, information, ideas with colleagues				
5.8 Strives to improve leadership, administration, and instruction on a consistent basis				
5.9 Maintains appropriate confidentiality regarding students' behaviors and performances, employee evaluations, professional growth plans, etc.				
5.10 Supports staff in identifying needs, scheduling time, and securing resources for their professional growth activities				
5.11 Maintains certification/requirements for personnel evaluator and effective instructional leadership program				
5.12 Demonstrates a respect for people of all groups (gender, race, religion, etc.) ✓				
Overall rating for Summative Evaluation Form				

6: Meets Job Expectations				
	Meets	Growth Needed	Does Not Meet	
6.1 Implements/follows district policies and procedures ✓				
6.2 Adheres to district expectations/criteria outlined in job description of assigned duties ✓				
6.3 Serves as an active participant on school/district committees/councils				
6.4 Prepares agenda and materials for both regularly scheduled and other necessary meetings				
6.5 Prepares reports in an organized and timely manner as stipulated by district/state policies ✓				
6.6 Maintains regular/punctual attendance ✓				
6.7 Recommends instructional/facility(ies) change(s) as needed				
6.8 Performs other assignments consistent with contract/job expectations				
Overall rating for Summative Evaluation Form				

* This column provides for one or more rating. For example, an evaluatee might simply "meet" the performance criteria and that cell alone would be checked. Also, an evaluatee could "meet" the performance criteria yet "need growth" in a refinement/enrichment phase of professional growth; and two ratings would be checked. Likewise, one could "not meet" the performance criteria and "need growth". If the "does not meet" cell is checked, the cell "growth needed" must be checked.

EVALUATEE :

(signature)

(date)

EVALUATOR :

(signature)

(date)

SUMMATIVE EVALUATION FOR ADMINISTRATORS

(This summarizes all the evaluation data including formative data, products and performances, portfolio materials, professional development activities, conferences, work samples, reports developed, and other documentation.)

Evaluatee _____ Position _____

Evaluator _____ Position _____

School/Work Site _____

Date(s) of Observation(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Date(s) of Conference(s) 1st _____ 2nd _____ 3rd _____ 4th _____

Administrator Standards:

1. Organizes Use of Facility/Resources
2. Manages Use of Facility/Resources
3. Communicates Effectively
4. Serves as an Instructional Leader
5. Exhibits Professionalism
6. Meets Job Expectations

Ratings:

Meets

*Does Not Meet

Overall Rating

Individual professional growth plan reflects a desire/need to acquire further knowledge/skills in the standard number(s) checked below:

1. _____ 2. _____ 3. _____ 4. _____ 5. _____ 6. _____

Evaluatee's Comments: _____

Evaluator's Comments: _____

To be signed after all information above has been completed and discussed:

Evaluatee: _____
_____ Agree with this summative evaluation
_____ Disagree with this summative evaluation

Signature

Date

Evaluator:

Signature

Date

Opportunities for appeal processes at both the local and state levels are a part of _____
_____ district evaluation plan.

Employment Recommendation to Central Office:

_____ Meets administrator standards for re-employment

_____ Does not meet administrator standards for re-employment

Certified employees must make their appeals to this summative evaluation within the time frames, mandated in 704 KAR 3:345 Sections 7, 8, 9, and the local district plan.

**Any rating in the "does not meet" column requires the development of an Individual Corrective Action Plan.*